

## Georgia Southern University Digital Commons@Georgia Southern

---

Interdisciplinary STEM Teaching & Learning  
Conference

---

Mar 4th, 9:30 AM - 10:15 AM

# Using Risk and Intervention to Increase Student Success

Carrie Carmack

University of West Georgia, [ccarmack@westga.edu](mailto:ccarmack@westga.edu)

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/stem>

---

### Recommended Citation

Carmack, Carrie, "Using Risk and Intervention to Increase Student Success" (2016). *Interdisciplinary STEM Teaching & Learning Conference*. 7.

<https://digitalcommons.georgiasouthern.edu/stem/2016/2016/7>

This event is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Interdisciplinary STEM Teaching & Learning Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

# USING RISK AND ON-CAMPUS RESOURCES TO INCREASE STUDENT SUCCESS IN COLLEGE ALGEBRA



Carrie Carmack  
Mathematics  
[CCARMACK@WESTGA.EDU](mailto:CCARMACK@WESTGA.EDU)

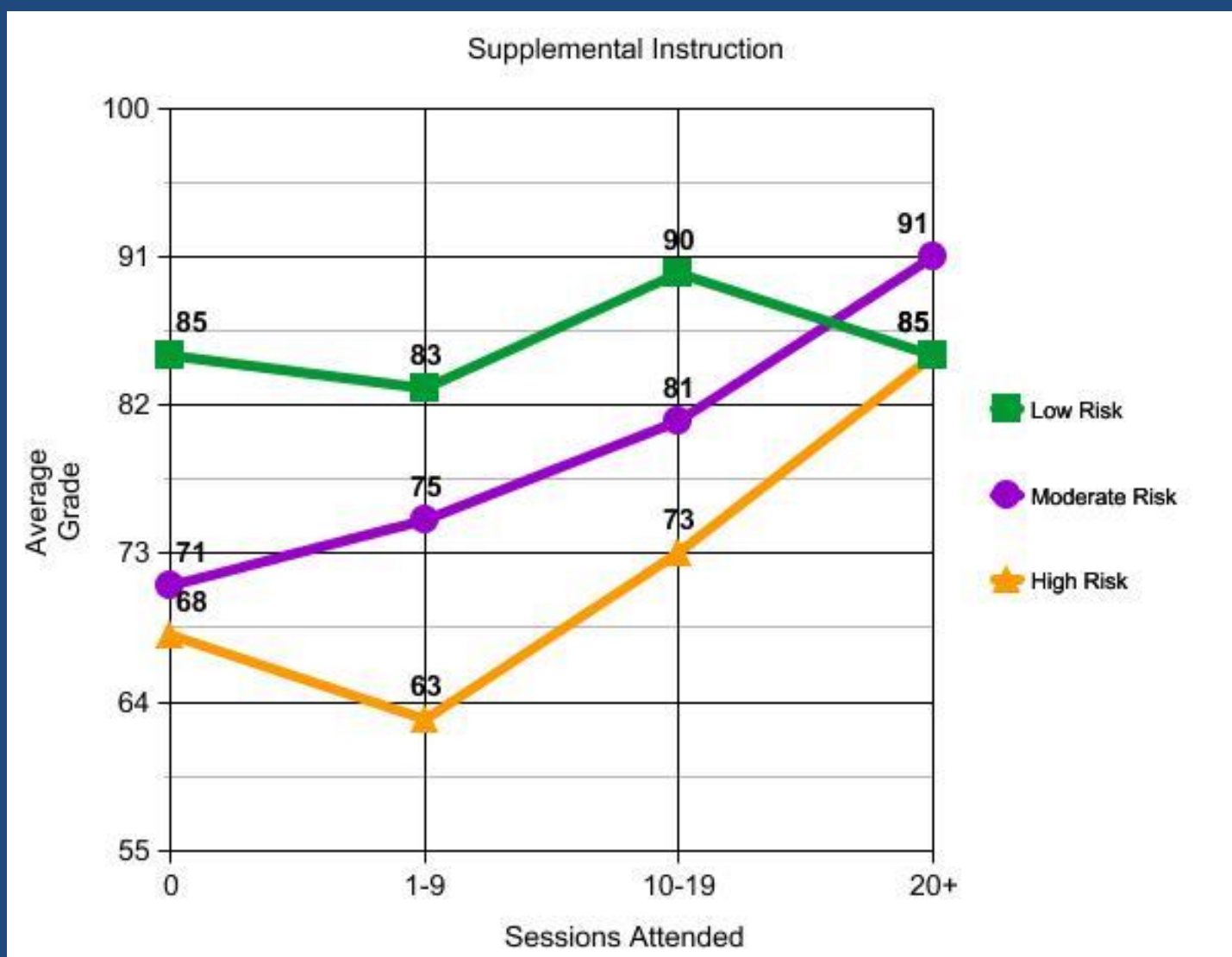
# SUPPLEMENTAL INSTRUCTION

- SI sessions are held 2-3 times a week, 1 hour for each session.
- SI sessions are led by an SI Leader. SI Leaders are students that performed well in the class and are currently enrolled at the University.
- SI leaders attend the class with their instructor.
- Students have the option to attend SI sessions outside of class to obtain extra help, but it is not required.
- SI is not lecture.
- SI is not individual tutoring.
- Students do not attend SI to work on homework or receive notes from class.



# RESULTS: SUPPLEMENTAL INSTRUCTION

Sessions attended	Low Risk		Moderate Risk		High Risk	
	N	Average Grade	N	Average Grade	N	Average Grade
20+	1	84.7%	3	90.8%	3	87.0%
10-19	3	89.6%	15	81.3%	13	73.0%
1-9	16	82.8%	40	74.7%	28	62.5%
0	33	85.0%	47	71.4%	31	68.3%



Carrie Carmack  
Mathematics  
CCARMACK@WESTGA.EDU

## Intervention Methods – Fall 2014

- Students were given a Pre-Assessment on the first day of class to determine their Risk of failing the class: Low Risk, Moderate Risk, or High Risk.
- Students were asked to email me for their Risk score. If they were categorized as Low Risk, or Moderate Risk, I sent them a PDF with my recommendations.
- High Risk students were asked to come to my office to discuss their tutoring options for the class. During that time, I asked if they would be willing to spend 1 hour a week in Intervention Tutoring for the duration of the semester.
- During mid-semester, students that had an average exam grade of 65% or less were invited to sign up for Intervention Tutoring.



Carrie Carmack  
Mathematics  
CCARMACK@WESTGA.EDU

## INTERVENTION TUTORING

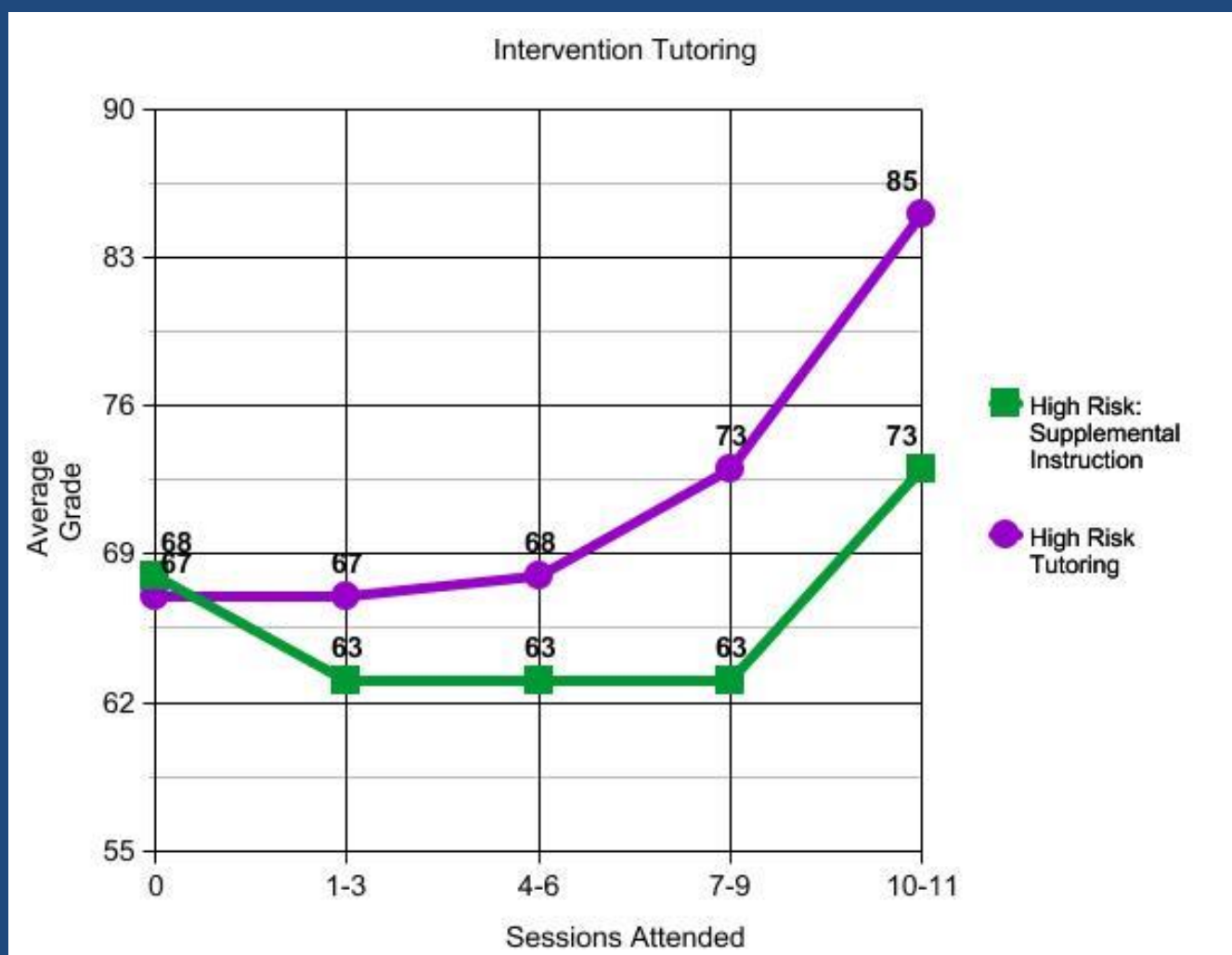
- Each session was held once a week for 1 hour.
- Students signed up for sessions, and attended the same session every week.
- There were no more than 4 students in each session.
- Sessions were led by a peer tutor.
- Students were asked to attend class and the sessions consistently. Attendance was taken, and students could not miss more than 3 sessions, or 3 class lectures, or they would be dropped from the sessions.



Carrie Carmack  
Mathematics  
CCARMACK@WESTGA.EDU

# RESULTS: INTERVENTION TUTORING

Sessions Attended	High Risk Students	
	N	Average Grade
10-11	5	84.8%
7-9	2	73.2%
4-6	6	67.5%
1-3	3	67.1%
0	15	66.5%



Carrie Carmack  
Mathematics  
CCARMACK@WESTGA.EDU

# Fall 2015 – DATA

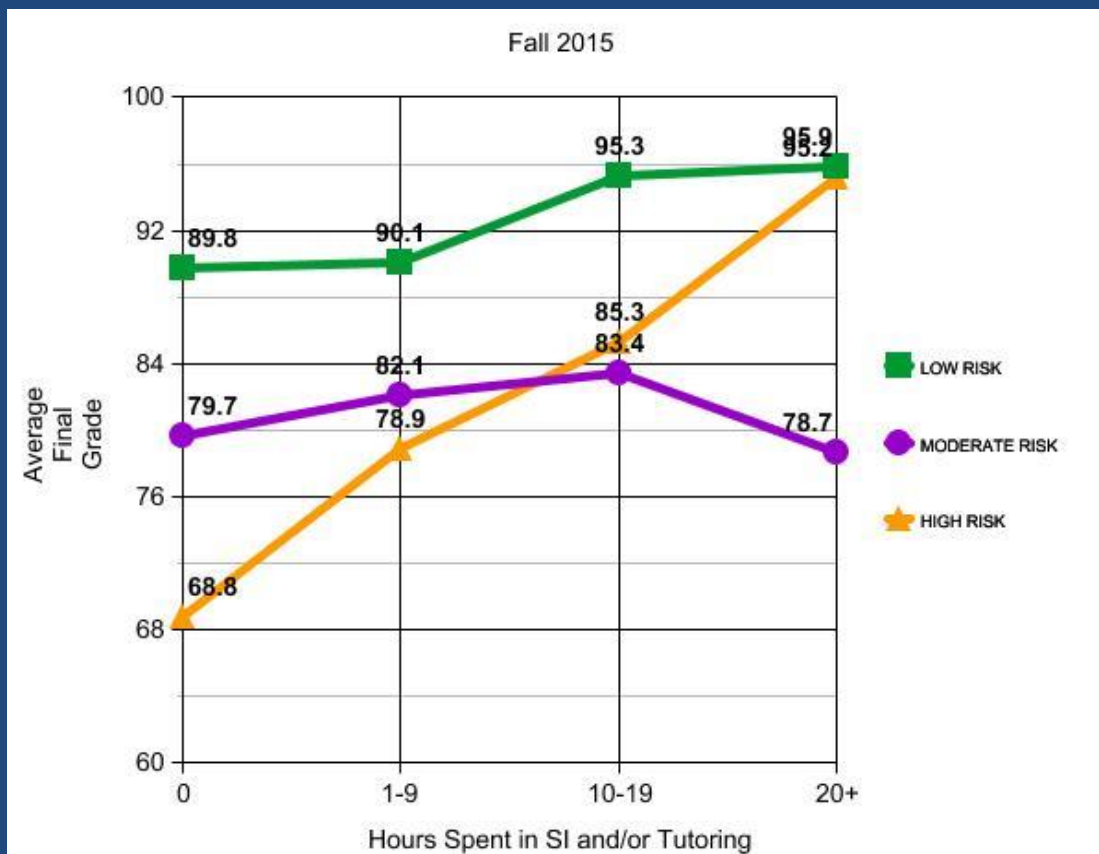
**DFW rate: 21.5%**

Percentage of students who withdrew: 6.3%

Percentage of students who earned a “D/F”: 15.2%

Sessions attended	Low Risk		Moderate Risk		High Risk	
	N	Average Grade	N	Average Grade	N	Average Grade
20+	2	95.9%	4	78.7%	1	95.2%
10-19	2	95.3%	9	83.4%	17	85.3%
1-9	19	90.1%	30	82.1%	15	78.9%
0	31	89.8%	37	79.7%	6	68.8%

High Risk: 33/41 (~80%) attended at least 1 hour of SI/tutoring  
 Moderate Risk: 43/80 (~54%) attended at least 1 hour of SI/tutoring  
 Low Risk: 23/55 (~42%) attended at least 1 hour of SI/tutoring



Carrie Carmack  
 Mathematics  
 CCARMACK@WESTGA.EDU



# What have I learned from this project?

- Just because a student is performing poorly, does not mean they are not trying, or working hard.
- Many students are willing to work hard, but they may need some guidance.
- Students respond positively when their teacher is “involved”.
- Encouragement goes a long way.
- Many students need a little time to adjust to the college environment. They have never had to manage their time, or don't know how to study.



Carrie Carmack  
Mathematics  
CCARMACK@WESTGA.EDU